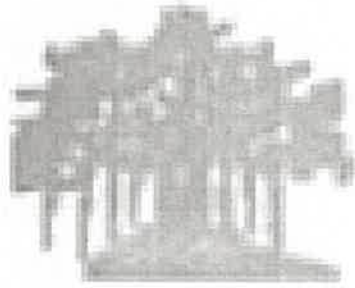




**Rayat Shikshan Sanstha's
Sadguru Gadage Maharaj College,
Karad
(Autonomous)**



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CHOICE BASED CREDIT SYSTEM

Syllabus For

B. A. Part - I

NEP - 2020

Education (Minor Subject)

(Syllabus to be implemented from June, 2023 onwards.)

Rayat Shikshan Sanstha's, Satara
Sadguru Gadage Maharaj College, Karad
(Autonomous)



Department of Education

Title and Subject Code

B. A. I - Education (Minor Subject)

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
1	I	Philosophical Foundations of Education	NMN-EDU1	Education Course-1
2	II	Sociological foundations of Education.	NMN-EDU2	Education Course-2

Course Structure

B. A. Part - I : EDUCATION (Minor Subject)

Sr. No.	Sem.	Title of the Paper	Discipline Specific Elective	Distribution of Credit	Workload Per week	Total Credit	Theory Marks (SEE)	Internal Evaluation (CCE)
1	I	Philosophical Foundations of Education	Education Course - 1	4	4 Lectures	08	80	20
2	II	Sociological foundations of Education	Education Course - 2	4	4 Lectures		80	20



Rayat Shikshan Sanstha's
Sadaguru Gadage Maharaj College, Karad
(Autonomous College)



Department of Education

Syllabus for B. A. Part - I Education (Minor Subject)

Onwards from 2023

B. A. Part - I Semester I & II

Semester	Course Code	B. A. Part - I Education (Minor)
Semester - I	NMN-EDU1	Philosophical foundations of Education
Semester - II	NMN-EDU2	Sociological foundations of Education

Education (Minor Subject)

As per NEP

Choice Based Credit System

June 2023 onwards

B. A. Part - I



Semester I
Education Course - I (Minor Subject)
Subject Code - NMN-EDU1
Paper I: Philosophical Foundations of Education - I



Credit -04

Teaching Hours: 60

Course Outcomes:

1. Student explains the concept of philosophy and education with reference to aims, curriculum, methods and role of teacher.
2. Student explains the aims of education and reflects values in his behavior.
3. Student applies the concept of freedom and discipline in their day to day life.
4. Student evaluates critically the contribution of educational thinkers.

Unit 1 - Role of Philosophy in Education (15 Periods)

- 1.1 Concept of Education and Philosophy
- 1.2 Relation between Education and Philosophy with reference to aims, curriculum, teaching method, discipline, student and teacher
- 1.3 Concept of Major Schools of Philosophy
- 1.4 Idealism, Naturalism, Realism and Existentialism
(Concept, aims & system of education)

Unit 2 - Functions of Education (15 Periods)

- 2.1 Individual and social development
- 2.2 Introduction of Life Skills.
- 2.3 Development of human values (Social, Moral, Aesthetic)
- 2.4 Preservation and transmission of Heritage

Unit 3 - Freedom and Discipline (15 Periods)

- 3.1 Concept of Freedom and Discipline, type and discipline
- 3.2 Importance of discipline in life
- 3.3 Causes of indiscipline at school and college level
- 3.4 Remedies for indiscipline

Unit 4 - Educational Thinkers and their Philosophy of Education (15 Periods)

- 4.1 Contribution of educational thinkers
- 4.2 Plato
- 4.3 Rabindranath Tagore
- 4.4 Karmveer Bhaurao Patil

Semester II
Education Course - II (Minor Subject)
Subject Code - NMN-EDU2
Paper II - Sociological Foundations of Education



Credit -04

Teaching Hours: 60

Course Outcomes:

1. Student explains the meaning, nature, scope and relation between education and sociology.
2. Student applies role of education and mass media in social change.
3. Student explains meaning, nature and importance of different social groups and culture.
4. Student explains different current social problems in education.

Unit 1 - Sociology and Education (15 Periods)

- 1.1 Meaning, nature and scope of educational sociology.
- 1.2 Need for sociological approach in education
- 1.3 Relation between education and sociology
- 1.4 Functions of educational sociology

Unit 2 - Education and Social Change (15 Periods)

- 2.1 Education as an instrument of Social Change
- 2.2 Education as reflection of social change
- 2.3 Agencies of Social Change: School and Mass media
(Newspaper, T.V, Internet)
- 2.4 Role of education in social change

Unit 3 - Social Group and Culture (15 Periods)

- 3.1 Social Groups-Meaning, Characteristics
- 3.2 Classification of Social groups-Primary and secondary
- 3.3 Social Interactions – meaning, nature, importance and types
- 3.4 Education and Culture- meaning, characteristics and education for culture

Unit 4 - Current Social problems relating to Education in India (15 Periods)

- 4.1 Social problems: meaning and characteristics
- 4.2 Equalization of educational opportunities
- 4.3 Specific problems of Education in Urban and Rural areas
- 4.4 Role of community in solving social problems in the field of education



Reference Books

1. Bhatia K.V and Narang C.L (1978) a first course on Philosophical and Sociological Bases of Education, Ludhiana: Prakash Brothers.
2. Samatullah, (1979) Education in the social context, New Delhi: NCERT
3. Yeole C.M (2005) Mass communication Media and their contribution to Education Kolhapur: Shivaji University, Kolhapur
4. कुंडले म बा , (2005) शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र ,श्री विद्या प्रकाशनपुणे,
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6. मगदूम आ .भा., शिक्षणातील दीपस्तंभ, युनिक पब्लिशिंग हाउस, कोल्हापूर
7. पारसनीस न.रा., शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका, नूतन प्रकाशन, पुणे.
8. डॉ.करंदीकर सुरेश, मीना मंगरुळकर, (2005) उदयोन्मुख भारतीय समाजातील शिक्षण,फडके प्रकाशन, कोल्हापूर.
9. डॉ.करंदीकर सुरेश, (2008) शिक्षण आणि भारतीय समाज, फडके प्रकाशन, कोल्हापूर.
10. देशमुख एल .जी., (2009) शिक्षणाचे तत्त्वज्ञान व समाजशास्त्र, फडके प्रकाशन, कोल्हापूर.
11. प्रा.धनवडे नंदकुमार, धनवडे सुरेखा, (2011) शिक्षणशास्त्र, फडके प्रकाशन, कोल्हापूर.


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Rayat Shikshan Sanstha's
Sadaguru Gadage Maharaj College Karad
(Autonomous College)
Department of Education
Evaluation Pattern of Examination - (UG)
Scheme of Examination

Term End Examination	Internal Examination	Total
Marks	Marks	
80	20	100

Pattern of Question Paper

B. A. - I, Semester I and II - Interdisciplinary Studies
Term end Examination: Total Marks: 80
Education (Minor Subject)

External Evaluation (SEE): Total Marks: 80			
Q.1	A)	Choice the correct alternative from the following (Objective Type)	10
	B)	Answer in one sentence (Objective Type)	10
Q.2		Write Short Answer (Four out of Six) (Short Answer Type)	20
Q.3		Write broad answers (Two out of Three) (Essay Answer Type)	20
Q.4		Write Short Notes (Four out of Six) (Short Answer Type)	20
Internal Evaluation (CCE): Total marks : 20			
	A)	Sem. - I & II - (Home Assignment - 10 + Oral 10)	20
	B)	Sem. - III & IV- Class Test	20
	C)	Sem. - V, Seminar	20
	D)	Sem. - VI- Group Project/ Field project/ Study tour/ Case study	20

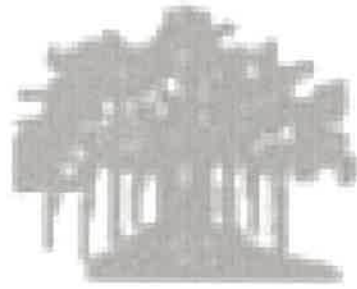
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CHOICE BASED CREDIT SYSTEM

Syllabus For
B. A. Part – I

NEP - 2020
Education (SEC)

(Syllabus to be implemented from June, 2023
onwards.)



Rayat Shikshan Sanstha's,
Sadguru Gadage Maharaj College, Karad
(Autonomous)



Department of Education
Title, Credits and Subject Code
B. A. - I : EDUCATION (SEC)

Sr. No.	Semester	Name of the Course	Subject code	Discipline Specific Elective
1	I	Devices and Aids of Teaching – I	NSEC-EDU1	Education SEC Course-1
2	II	Devices and Aids of Teaching – II	NSEC-EDU2	Education SEC Course-2

Course Structure

B. A. Part - I : EDUCATION (SEC)

Sr. No.	Sem	Title of the Paper	Discipline Specific Elective	Distribution of Credit	Workload Per week	Total Credit	Theory Marks	Internal Evaluation
1	I	Devices and Aids of Teaching - I	Education SEC Course-1	2	2 Lectures	02	50	00
2	II	Devices and Aids of Teaching - II	Education SEC Course-2	2	2 Lectures		50	00

Education (SEC)

As per NEP

Choice Based Credit System

June 2023 onwards

B. A. Part-I

Rayat Shikshan Sanstha's
SADGURU GADAGE MAHARAJ COLLEGE, KARAD



Syllabi of Education at B. A. - I (SEC - I) under CBCS as per NEP-2020

Semester-I

(Examination to be held July, 2023, 2024, 2025)

Skill Enhancement Course - I

Course Code: NSEC-EDU1

Course Title : **Devices and Aids of Teaching - I** Contact Hours : 30

Credits: 02

Maximum Marks: 50

COURSE OUTCOMES:

After the completion of the course the learners will be able to:

1. Acquire necessary skills regarding the use of teaching techniques like reading, recitation, storytelling drama, role playing and action song.
2. Demonstrate the skills acquired in the use of teaching techniques like reading, recitation, storytelling drama, role playing and action song under simulated conditions.
3. Prepare teaching aids like flash cards, diagrams, charts and models.
4. Acquire skills to prepare teaching aids from clay and waste.
5. Demonstrate the skill of displaying visual aids under simulated conditions.

MODULE -I: TEACHING DEVICES

1. **Reading:** Nature and types of reading
2. **Recitation:** Meaning and elements of recitation
3. **Storytelling:** Meaning and components of effective story
4. **Action Song:** Meaning, activities associated with action songs

Mode of Transaction (Module I):

Lecture-cum-demonstration, performance approach, performance in any language offered by the institution, analysis of play scripts and performances, voice and body exercises.

MODULE -II: PREPARATION AND DISPLAY OF VISUAL AIDS

1. Flash Cards: Meaning and types of flash cards



2. Diagrams: Meaning and types of diagrams
3. Charts: Meaning and types, usage of charts Models: Meaning and types, usage of models
4. Clay Modeling: Meaning, tools and raw material used in clay modeling
Teaching aids from waste: Types of waste, teaching aids from waste

Mode of Transaction(Module II):

Lecture-cum-demonstration, preparation of teaching aids on topics/concepts of foundational or middle stage, working in groups and sharing of resources, activity method , exhibition, presentationand performance analysis.

ESSENTIAL REQUIREMENTS:

Communication skills, artistic ability, confidence, creative thinking, hand drawing skills, sense of patterns and colours, self-expression, ability to work with clay, colours, patterns and textures, lines and tones, shapes, forms and space by using pencil, sketch pens, pastel, poster colours, watercolours cloth, paper, wood, thermocol etc.

MODE OF ASSESSMENT:

The evaluation of the skill courses will be internal and external.

External Evaluation (SEE): Total Marks: 50			
Q.1	A)	Multiple Choice Questions. 25 Questions 2 Marks for each question Choose the correct alternative from the following	50
		Internal Evaluation (CCE): Total marks: 00	
	A)	Home Assignment	00
	B)	Practical	00



REFERENCES

ESSENTIAL READINGS

1. Acharya, S.K., & Somani, L.L. (2013). Preparation and Use of Audio-Visual Aids. Udaipur: Agrotech Publishing Academy.
2. Aggarwal, J.C. (1995). Essentials of Educational Technology. Noida: Vikas Publishing House Pvt. Ltd.
3. Lal, H., Bhushan, S., & Kumar, M. (2010). Audio-Visual Aids to Educational Technology, New Delhi: Publisher Prabhat Prakashan
4. Mangal, S.K., & Mangal, U. (2013). Essentials of Educational Technology. New Delhi: PHILearning Private Limited..
5. Mangal, S.K., & Mangal, U. (2019). Learning and Teaching New Delhi: PHI Learning Private Limited.

SUGGESTED READINGS

1. Aggarwal, J. C. (2009). Principles, Methods & Techniques of Teaching. Noida: Vikas Publishing House Pvt Limited.
2. Banerjee, U.K. (1994). Indian Performing Arts. Noida: Vikas Publishing House Pvt
3. Kochhar, S.K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd..
4. Nagasubramani, P.C. (2017). Methods and Strategies of Teaching Pedagogical Subjects Maharashtra: Laxmi Book Publication
5. Nicoll, A. (1969). The Theory of Drama. New Delhi: Doaba House.


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Semester-II

(Examination to be held December, 2023, 2024, 2025)

Skill Enhancement Course - II

Course Code: NSEC-EDU2

Course Title : Devices and Aids of Teaching - II Contact Hours : 30

Credits: 02

Maximum Marks: 50

COURSE OUTCOMES:

After the completion of the course the learners will be able to:

1. Acquire necessary skills regarding the use of teaching techniques like public speaking, creative writing, illustration, brainstorming, demonstration and group discussion.
2. Demonstrate the skills acquired in the use of teaching techniques like public speaking, creative writing, illustration, brainstorming, demonstration and group discussion.
3. Attain mastery over teaching skills of using chalk/white board, stimulus variation, citing examples, narration, classroom management and communication plan micro lessons for demonstration of teaching skills.
4. present the lesson under simulated conditions.

MODULE - III: TEACHING DEVICES - II

1. **Public Speaking:** Concept and basics of public speaking
2. **Illustration:** Meaning and types, basic components of illustration
3. **Brainstorming:** Meaning and types, steps in conducting brainstorming session
4. **Group Discussion:** Meaning and types, steps in conducting group discussion

Mode of Transaction (Module III):

Lecture-cum-demonstration, watching online videos, performance in any language offered by the institution, voice and body exercises..



MODULE - IV: TEACHING SKILLS

Meaning and components of:

1. Skill of using chalk/white board Skill of stimulus variation
2. Skill of citing examples Skill of narration
3. Skill of questioning
4. Skill of communication

Mode of Transaction(Module IV):

Lecture-cum-demonstration, participative and interactive approach, presentation under simulated conditions, presentation from 5 to 8 minutes on any Topic/concept of subject of foundational or middle stage, observation of components used, feedback to the practitioner and performance analysis, preparation of files for record.

ESSENTIAL REQUIREMENTS:

Watching online videos on teaching devices and skills, creative thinking, curiosity, confidence, communication skills, self-expression, practice of components of teaching skills.

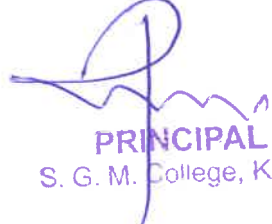
MODE OF ASSESSMENT:

The evaluation of the skill courses will be internal and external.

External Evaluation (SEE) : Total Marks : 50			
Q.1	A)	Multiple Choice Questions.	50
		25 Questions 2 Marks for each question Choose the correct alternative from the following	
Internal Evaluation (CCE) : Total marks : 00			
	A)	Home Assignment	00
	B)	Practical	00


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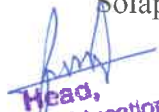


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6. Pathak, R.P. (2012), Teaching skills. Delhi: Pearson Education India
7. Singh, L.C. (2005). Micro-Teaching-Theory, Research and Practice. Agra: H.P. 5. Bhargava Book House.

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8. Dolman, J. (1922). A Handbook of Public Speaking New York, Harcourt: Brace and Company.
9. Griffin, M.A. (2008). Public Speaking Basics. Lanham: University Press of America Subramani,
10. P.C.N., & Priya, J.J. (2019). Teaching Skills for Effective Teaching. Solapur: Laxmi Book Publication.


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